DOCUMENT RESUME

ED 425 356 CE 077 799

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TITLE Workforce Development for Communities in Crisis and Transition: A Case Study of the Windward Islands.
PUB DATE 1998-09-00
NOTE 18p.; Paper presented at the Africa-America Institute's Advanced Training for Leadership and Skills (ATLAS) Conference (Zimbabwe, September 21-25, 1998).
PUB TYPE Information Analyses (070) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Demand Occupations; Developing Nations; *Economic Development; *Educational Needs; Foreign Countries; *Futures (of Society); *Labor Force Development; Postsecondary Education; Secondary Education; Technical Assistance
IDENTIFIERS *Windward Islands

ABSTRACT

The Windward Islands (Dominica, Grenada, St. Lucia, and St. Vincent and the Grenadines) have taken several approaches to educate the work force and prepare for the technology-driven society of the future. These approaches include government initiatives, such as the governments' commitment to primary education and more recently to secondary education. In addition, community colleges have been established, and citizens also have access to undergraduate and graduate education at the University of the West Indies with campuses in Jamaica, Trinidad, and Barbados. The governments have provided scholarships to higher education and access to training programs for youths who are not going to college. The European Union's Initiative is also designed to assist in the recovery of the Windward Islands' banana industry, as well as to upgrade teaching staff and evaluate and improve training programs. The United States Agency for International Development has worked in the islands to develop a program for academic and technical and vocational training, in both short- and long-term formats. For the Windward Islands' work force to remain competitive in any of the emerging sectors (such as tourism, information processing, banking), retraining must be conducted through a common vision. Planning is required for the year 2010 and beyond. (KC)

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WORKFORCE DEVELOPMENT FOR COMMUNITIES IN CRISIS AND TRANSITION: A CASE STUDY OF THE WINDWARD ISLANDS

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Running Head: **Workforce Development for Crisis Communities**

Paper presented at the Africa-America Institute's Advanced Training for Leadership and Skills (ATLAS) Conference, Zimbabwe, September 21-25, 1998.

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ABSTRACT

This paper discusses the initiatives undertaken by the countries in the Caribbean in general and the Windward Islands in particular to prepare the workforce to meet the innovations and challenges of the workplace in the year 2000 and beyond. It gives a cursory description of the region generally and the Windward Islands in particular. It also presents a review of the initiatives undertaken by the National Governments alone or in collaboration with Non-governmental Organisations (NGOs) and bilateral arrangements with other regional and international governments. Further, it reviews the initiatives of the United States Agency for International Development (USAID) and the European Union (EU) with respect to the Windward Islands.

Workforce Development for Communities in Crisis and Transition: A Case Study of the Windward Islands

The Anglophone Caribbean

The Anglophone Caribbean region consists of 18 territories: an archipelago of 15 islands (Anguilla, Antigua & Barbuda, The Bahamas, Barbados, British Virgin Islands, Cayman Islands, Dominica, Grenada & Carriacou, Jamaica, Montserrat, St. Kitts & Nevis, St. Lucia, St. Vincent & the Grenadines, Trinidad & Tobago, Turks & Caicos) stretching from Florida in North America to Venezuela in South America; Bermuda, an island northeast of Florida; and two (2) countries – Belize in Central America and Guyana in South America (see Appendix 1). The Anglophone Caribbean has an area of 99,700 sq. miles (258,379 sq. kilometers). The largest territory (Guyana, 83,000 sq. miles) is about half the size of Zimbabwe and, with the exception of Jamaica and Trinidad and Tobago which would fit into Zimbabwe 38 and 80 times respectively, most of the others would fit in about 1,600 times (see Table 1). This would give you an appreciation of the small size of the individual territories.

INSERT TABLE 1 ABOUT HERE

The Anglophone Caribbean, named after the aboriginal Carib Indians, has a population of approximately six million (see Table 2) which is about three quarters that of Zimbabwe's estimated 1983 population of 8.4 million. It has a mean annual rate of growth of 1.56, with the lowest being 0.06 (Grenada) and the highest 4.8 (Anguilla). Until the early 1960s, the Territories were British colonies. Now, most of the Territories are independent countries of the British Commonwealth: only Montserrat, the British Virgin Islands, Bermuda, the Turks and Caicos Islands, and the Cayman Islands are British dependencies.

INSERT TABLE 2 ABOUT HERE

The indigenous population of the Caribbean was the Carib and Arawak Indians. The Arawak Indians disappeared long ago. However, there are some Carib Indians in Dominica and St. Vincent and the Grenadines. The Caribs and Arawaks were replaced rapidly as the Europeans settled in the islands. Later, the Europeans introduced African slaves to work on the sugar plantations. During 1842-1962 about 36,000 free Africans came to the Caribbean: 14,000 to British Guiana (now Guyana), 10,000 to Jamaica, 8,000 to Trinidad, and the remainder to Grenada, St. Vincent, St. Lucia, St. Kitts and Barbados.The descendants of these slaves have remained to claim most of the region.

Besides the Europeans and their descendants, other racial minorities can be found in the Anglophone Caribbean. After the abolition of slavery in the West Indies, labourers were brought under contract of five (5) to ten (10) years from other parts of the world, especially China and

India. During 1852-1893 about 20,000 Chinese were brought to the Caribbean: 12,000 to British Guiana (now Guyana), 5,000 to Jamaica, and 2,000 to Trinidad. The Chinese were imported to build roads and later to cut canes. However, they left the rural areas and moved to the urban towns where they started small businesses.

The East Indians, hard working and more adaptable than the Chinese to the Caribbean climate, were brought in thousands from what is now India and Pakistan. During 1844-1917, 416,000 East Indian were brought to the Caribbean: 239,000 to British Guiana (now Guyana), 134,000 to Trinidad, 33,000 to Jamaica, and 10,000 to St. Lucia, Grenada, St. Vincent and St. Kitts. The East Indians were imported to work on the sugar plantations. Their descendants can be found in Jamaica, Guyana, Trinidad and, to a lesser extent, in St. Vincent, Grenada and St. Lucia. In Trinidad, out of an estimated population of 1.3 million, more than one third (42.0%) is of East Indian origin, and in Guyana the Indians outnumber the Blacks.

The climate of the region is tropical all year. During the months December to February the temperature falls at night to 19-21^{0}C (66-70^{0}F), but during the day it rises to about 29^{0}C (85^{0}F). The hottest months of the year are July through September, but the trade winds keep the islands cool at about 32^{0}C (90^{0}F). In addition, the rains also help to keep the temperature down during these months. In these month and October and November, hurricanes may occur.

The islands and countries of the Caribbean do not have an abundance of mineral resources, the notable exceptions being Trinidad, Jamaica and Guyana. Petroleum is found in Trinidad, bauxite, from which aluminum is extracted, in Jamaica, and bauxite and gold in Guyana. However, the fertile alluvial plains, abundant rain (except the dry season, March to June), and an ideal climate seems to combine to make the region a tropical haven for production of agricultural crops and exotic tropical plants and flowers.

Historically, the economies of the Caribbean region have been agriculturally driven, with sugar cane being the chief crop. Other crops grown in the region included banana, coffee, tobacco, tropical fruits and spices. While this continues to be true for most of the islands, tourism in particular, and industry and commerce are beginning to dominate. Since the early 1960's, through tourism, commerce, and industry to a lesser extent, the Caribbean has enjoyed a certain degree of prosperity. The average per capita income has risen and consequently the standard of living.

The Caribbean region has a very high degree of literacy, ranging from 76% to 99%, with a mean of 92.2% (see Appendix 1). This has been achieved through universal access to basic (primary) education. However, the challenges due in part to the shift from agricultural driven economies, the skills required in the job-market place, the transformations of the global educational product, and the ever-changing technology have caused regional Governments to initiate educational reform policies which will put education and training in the region on the cutting-edge, and to produce a diversified and knowledgeable workforce. The reform policies enunciated by the Regional Governments address such critical areas as: teacher empowerment, legislation, curriculum development, special education, early childhood education, primary, secondary and

tertiary/higher education, as well as national certification.

Culturally, the Caribbean is famous for its popular forms music – reggae (Jamaica), ca dance, soca and calypso (most countries of the region) and Junkanoo (The Bahamas) – and carnival festivities. Less known are the region's writers: historian C. L. R. James and novelist V. S. Naipaul and Samuel Selvon (Trinidad); poet Edward Kamau Braithwaite and novelist George Lamming (Barbados); poet, playwright, and Nobel prizewinner Derek Walcott (St. Lucia); fictionist Claude McKay and Andrew Salkey (Jamaica).

Location: Windward Islands

Demographics

The Windward Islands consist of four Caribbean territories: Dominica, Grenada, St. Lucia and St. Vincent and the Grenadines. Dominica is the most northerly and largest 290 square miles (approx. 750.6 sq. km) of the Windward Islands. Grenada, about half the size of Dominica (344 sq. km., 133 sq. miles), is the most southerly of the Windward Islands and situated just north of Trinidad. St. Lucia, almost the size of Dominica, is 616 sq. km (238 sq. miles), is south of Dominica and north of St. Vincent which has an area of 388 sq. km. (150 sq. miles).

All four islands are volcanic and mountainous with black sand on the leeward side of the islands and white sand on the southern and windward sides. The highest peaks in Dominica, St. Lucia, St. Vincent and Grenada respectively are Diablotin 1,524 m (5,000 ft.), Morne Gimie 959 m (3,145 ft.), Soufriere 1,219 m (4,000 ft.) and Mount St. Catherine 840 m (2,756 ft.). Additionally, the islands have tropical forest, many waterfalls and rivers, and fertile valleys. Dominica boasts that it has a river for each day of the year, 365.

The climatic condition of the islands is tropical with two seasons – dry and rainy. The islands are cooled by the trade winds resulting in temperatures ranging from 18°C - 32°C, with a mean of 26°C. The rainy season which coincides with the hurricane season may start as early as June and finish as late as November.

The population of the Windward Islands (1994 est) is 419,200: Dominica 73,500, Grenada 95,600, St. Lucia 142,700 and St. Vincent 107,400. Approximately 80% of the workforce is employed: Of this 80%, about 25-30% work in the agricultural sector.

Historical Perspective

Historically, like the rest of the Caribbean, the Windward Islands principal economic activity was agriculture. The principal cash crop is banana. In addition, Grenada produces large quantities of nutmeg and cocoa; St. Vincent arrowroot; and Dominica exploits the timber reserves and

promotes fishing. However, all four countries are developing the tourism industry to support their respective economies. In St. Lucia tourism receipts were 64% of exports earning, in Grenada income from tourism income increased by more than 40% between 1992 and 1994. Though it was not possible to ascertain the monetary contribution of tourism to the economies of St. Vincent and Dominica, it is clear that has been encouraged in both countries: in St. Vincent it remains concentrated in the Grenadines and caters mainly to the luxury market, and in Dominica it is cruise-ship oriented along with eco-tourism.

In the past, the large workforce was generally sub-literate and without formal education beyond the first years of basic schooling. As a result the societies were incapacitated with regard to the search for technological innovations. This was coupled with the fact that plantations were not designed to facilitate economic growth by way of implementation of new technologies. However, with the widening of the structure of output, the continuing impact of technology (machines, computers, information processing) on the workplace – agriculture, service industries (hotels and restaurants), and the economic diversification within agriculture and around agriculture, has caused the Caribbean in general and the Windward Islands in particular, to undertake initiatives to develop the workforce to manage these new sectors (tourism, hospitalities, information technology and computers).

The development of the workforce is achieved through the efforts of several agencies (governmental, non governmental, and private sector) working individually or collectively. The writer will now examine some of the approaches undertaken in the Windward Islands to educate, train, retrain and retool the workforce to manage the diversification of economies.

Strategies for Workforce Development

Government Initiatives

The first approach is the commitment by the Governments to provide quality education to prepare the citizens for the world of work. To achieve this, first, the Governments of the Windward Islands through the Organization of Eastern Caribbean States (OECS) Education Reform Unit has moved to improve the education system at the primary, secondary and tertiary levels. They have improved the physical structures (schools), established computer laboratories in the secondary schools, and revised the curricula of the schools. Additionally, the Regional Governments are focusing on universal secondary education, that is, ensuring that 100% of the secondary school age cohorts receive a secondary education. This has already been achieved in some other Caribbean countries.

Second, the Windward Islands' Governments have over the years established Community Colleges and/or Technical and Vocational Institutions (Dominica – Clifton Dupigny Community College, Grenada – T.A. Marryshow Community College, St. Lucia – Sir Arthur Lewis Community College, and St. Vincent – Community College of St. Vincent & the Grenadines and

St. Vincent Technical College). These tertiary level institutions provide training at the certificate and associate degree levels. Some community colleges offer a first degree in education, and the year one and year two of specified University of the West Indies (UWI) degree programmes. They (the TLIs) train students in a variety of programme areas including Business and Commerce, Engineering (Mechanical & Electrical), Teacher Education, Computer Studies and Information Technology, Art, and Tourism and Hospitality Studies. These programmes are designed to train and educate the citizens to meet the new challenges of the highly technological work place and the shift of the sectors which drive the individual economies.

In addition to the TLIs, the citizens of the Windward Islands have access to undergraduate and graduate education at the University of the West Indies (UWI) with campuses in Jamaica, Trinidad and Barbados. The citizens are also able to undertake certificate programmes (Certificate in Business Management and Certificate in Public Administration) at the Schools of Continuing Studies of the UWI in the islands. Workforce development is further enhanced by way of the Distance Education Programme conducted through the UWI/Schools for Continuing Studies. This programme provides a mechanism whereby students, particularly of the Non-campus Countries, can study in their home-countries and take the university's examinations, and on passing the examinations gain entry to the university. This mechanism increases access to the means for greater workforce development.

Further, in an effort to make this level of training more accessible to citizens of their countries, the Governments of the Windward Islands have given the mandate to their Embassies and High Commissions overseas to actively pursue scholarship opportunities in the areas where these offices are situated. Additionally, individual Governments of the Windward Islands have pursued bilateral or tripartite arrangements with various countries to provide training opportunities for their nationals. An example of such an arrangement, in which all four Windward Islands' Governments are involved, is the Cuba scholarship Programme. This programme during 1994-1998 has provided scholarships for approximately 328 persons (113 Dominicans, 52 Grenadians, 72 St. Lucians, and 91 Vincentians). The areas in which scholarships have been offered include Engineering, Computer Studies, Medicine, Education, Dentistry, Veterinary Medicine, Pharmacy, Psychology, the Social Sciences, and the Natural Sciences.

Although workforce development is generally reactive, and the lack of funds from Government, in the main, results in persons undertaking studies on their own and thus according to their desires, rather than a national need or plan, the initiatives taken by the Governments of the Windward Islands are designed to address the national needs and priorities identified by the Governments. To this end, the selection of persons to be awarded these scholarships is made in accordance with a national list of priority training needs, which is endorsed by the Cabinets. Consequently, the initiatives by the Governments of the Windward Islands, discussed above, are designed to develop the workforce in preparation for the challenges of the world of work in the year 2000 and beyond.

With respect to the more vulnerable members of the workforce – youth and unskilled workers – the respective Governments have established Skills Training Programmes and, returning to the old

practice of apprenticing to artisans, to learn a trade – carpentry, masonry, plumbing, etc. – and obtain employment in the booming construction industry.

International Agencies

European Union Initiative

The European Union's (EUs) Initiative is designed to assist the recovery of the Windward Islands' Banana Industry. This initiative is in the form of funds to support the Stabalisation of Export Earnings (STABEX). The provision of these funds resulted from the revenue shortfall due to the World Trade Organisation (WTO) regulations. The funds which have been allocated annual since 1994, and are drawn down base on programme development and implementation, are being used to retrain and retool the displaced workforce.

In addition to the EU support to the recovery of the Banana Industry in the Windward Islands, the EU's financial support is being used to upgrade teaching staff and to develop, modify and evaluate the Associate Degree programmes of the TLIs. This European Union funded programme – Associate Degree Programme and Secondary Teacher Training Programme – is an EU/OECS/UWI (University of the West Indies) venture. The UWI is contracted by the OECS to work with the Tertiary Level Institutions to develop Associate Degrees in most programme areas, including those developed by the centres of specialistion. It is hoped that through this initiative the TLIs would be able to ensure that the workforce is more knowledgeable and has some of the necessary prerequisite skills to meet the challenges, technological and otherwise, of the new and emerging workplace.

USAID Initiative

This initiative to provide assistance to the Windward Islands had its conception back in May 1997 at the Summit of Caribbean Leaders. The introduction of the new European Union banana import regime in July 1993 increased access to the United Kingdom market for lower cost, higher quality dollar bananas. This, coupled with the continuing legal challenges, brought primarily by countries with an interest in the production and/or marketing of "dollar banana," to the East Caribbean banana regime and rules implemented also in 1993 culminated in the World Trade Organisation's ruling against certain elements of the EC banana regime. Given the economic and social issues likely to result from the actions and rulings of the EU and the WTO, President Clinton made a commitment at that meeting to assist the Windward Islands.

In addition, there were requests from the four islands for training and technical assistance in agricultural diversification and broad-based economic activity. The specific call by Prime Minister Mitchell for "tangible assistance to reassure the islands that they have not been deserted by a good friend," and the universal truism that education and training is fundamental to successful economic diversification led the United States Agency for International Development (USAID) working

closely with Dr. Bevis Peters, Director of the Tertiary Level Institutions Unit/University of the West Indies (TLIU/UWI) to develop a programme – The Windward Islands Diversification Project: UWI Component – for academic and technical and vocational training.

The program consists of two parts: short-term training – managed by TLIU, coordinated by country governmental and non governmental agencies, and delivered using regional and in-country expertise; and the graduate level studies in the United States of America administered by the African-American Institute (AAI), an organization contracted by USAID.

The main purpose of the project is to support the development of a diversified workforce in the Windward Islands through providing short-term training initiatives in-country and in the region, and scholarships to undertake graduate level studies in the USA.

This training initiative targets those persons whose livelihoods are being undermined by the loss of the banana market, who would have difficulty finding other gainful employment due to lack of skills, and who would be unable to improve their skills without assistance. Therefore, the principal beneficiaries are banana farmers, their relatives, other banana workers – drivers, packers, etc. – and displaced field workers.

The graduate study aspect of the project started earlier this year, March 1998 to be precise, with the nomination of four individuals by the respective Governments prior to their interview/selection. The interview/selection was conducted by a panel composed of Dr. Jean Gullahorn – Dean of Graduate School, State University of New York in Albany; Ms. Heather Monroe – African Training for Leadership and Advanced Skills (ATLAS) Chief of Party, the African-American Institute; Mr. Ted Clark, ATLAS Technical Chief and Program Manager USAID; Ms. Candia Alexander – Director of the Reform Unit at the OECS; Mr. Henri Brewster – Registrar's Office at the UWI; and Dr. L. Alfons Whittington – Training Specialist at the UWI, Cave Hill Campus. I am delighted to inform you that eight persons were selected, and are presently studying at reputable and creditable institutions: Dominicans, Ruth Allport and Cheryl Hector, are studying Agricultural Economics (University of Georgia) and Business Administration (University of Minnesota); Vincentians, Lisa Williams and Maxwell Fergus, are studying Civil Engineering (Purdue University) and Business Administration/Marketing (Oregon State University); St. Lucian Ms. Valerie King is studying Library and Information Science (Louisiana State University); Grenadians, Mr. Asquith Duncan and Ms. Meryl Roberts, are studying MBA pre-work in advance of academic placement at Economic Institute in Colorado and Social Work (State University of New York)

The other aspect of the project, the short-term training commenced in April with workshops in Dominica, St. Lucia and St. Vincent and the Grenadines. Prior to the start of the short-term training, a National Advisory Committee was formed in each of the Windward Islands. The committees consist of very knowledgeable and experienced members from a wide cross section of the respective societies. These committees have been used to assess and prioritise the needs of their respective countries. Also, they have been assisting in developing, with the assistance of in-

country and regional experts, training programmes designed to develop the local workforce. This process has also served to improve and strengthen institutional mechanisms and further the development of some sectors of the workforce.

The workshops covered varied and myriad issues – greenhouse technology, organic farming, farm management, marketing agricultural produce, community-heritage tourism, customer care, the roles of women in agriculture, agri-processing, small business skills, etc. All the training activities were undertaken to develop a knowledge-workforce by updating the knowledge and skills of the participant, and to enhance their earning capacity and, consequently, improve their standard of living.

It is clear from the training topics that agriculture and banana agriculture in particular is still very critical to the economies of the Windward Islands. The importance of the banana industry to the economies of the St. Lucia, St. Vincent and Dominica, and to a lesser extent Grenada should not be underestimated. Although actual data are not available, it is widely accepted that the industry employs approximately 70,000 persons directly or indirectly. The dependence of the economies of the Windward Islands on bananas has been clearly demonstrated in 1997, when yields and, consequently, banana exports declined from 274,539 tonnes in 1992 to 137,527 tonnes in 1997. This caused a substantial decline in farmers' income and the rate of the GDP in these countries. Given the number of persons employed in the industry (with average households of about five persons), the commercial life of the countries will be affected as their income decrease. Also, any decrease in disposable income will have multiplier effects with far reaching consequences for the banana industry and the economies of the Islands.

Bearing all these variables in mind, funds from the USAID/UWI Windward Islands Training Project have been used to support a popular training initiative in the banana sector, the Certified Banana Grower Training Programme. It is designed to develop a cadre of farmers producing fruit of the highest quality consistent with the standards acceptable to the supermarket trade. This training, started in 1996, has been very successful and the Banana Industry has been able to place its fruit in the top supermarkets in the United Kingdom. It is reported that approximately 40% of total production now comes from Certified Farmers.

Another training activity designed to improve the workforce of the banana industry which received funding through the USAID/UWI Windward Islands Training Project is the Farm Management Training Programme. The Programme has been developed by the Windward Islands Banana Development and Exporting Company (WIBDECO) in collaboration with the Banana Growers Associations (BGAs) of the Windward Islands in response to an assessed need for providing Agricultural Extension Officers with best farm-management practices related to financial management and other related entrepreneurial skill necessary required by the banana grower and workers to enable them to be competitive or remain competitive in this global and liberal market.

Permit me to share just a few numbers with you about the short-term training activities of the

project. To date ten workshops were conducted, and 216 persons participated – 115 (53.2%) males and 101 (46.8%) females. Of 210 participants providing information about their work, 101 were farmers (68 full-time, 33 part-time). If one accepts that the workforce of the banana industry is about 70,000, and if one conservatively estimates that about 15% of this workforce is likely to be displaced, it means that the potential clientele for training and retooling would be 10,500. These statistics indicate that there are a very large number of persons in need of training or retooling to engage in new economic endeavors. The two year USAID training initiative will only scratch the surface of this mammoth need. It is hoped the USAID will seek to continue to assist the Windward Islands in addressing this workforce development need by extending the life of the present project. Further, USAID should also seek to expand the training to involve the other territories of the OECS territories.

Conclusion

If the Windward Islands' workforce is to remain competitive in any of the emerging sectors – tourism, hospitality (hotels and restaurants), informatics (software development, information processing, etc.), banking, and other service related areas, there must be retraining/retooling through a common vision.

To achieve this radical paradigm shift, the planners need to focus not on what is required for the year 2000, but what will be important for the year 2010 and beyond: visionary planners are needed! Effective management of human resources and information technology will, in my opinion, be the two most critical challenges to any economy in transition. Today's skills will no longer be adequate and appropriate. To prepare the workforce for the workplace of the new millennium the Governments of the region will require financial support to educate, train, and retool their respective workforce in a variety of areas. Some of the areas identified for an immediate address included the following:

- Agriculture Technology and Agri-business
- Education (Teacher Training, Testing & Measurement, Educational Management & Supervision, Special Education, and Curriculum Development)
- Information Technology (Software Development and Programming, Web Site Design,and Systems Design and Analysis)
- Human Resource Development
- Library Science and Communication Science
- Social Work
- Natural Sciences (Environmental Science, Biology, chemistry and Physics)
- Social Sciences (Management and Accounts)
- Tourism and Hospitality Studies

Also, with reference to what is happening in the economies of the Caribbean Territories, and more specifically the Windward Islands, a comprehensive human resource development policy needs to be formulated by the individual Government. This policy should include strategies designed to

empower the workforce to meet the pending and inevitable challenges resulting from globalisation and trade liberalisation. Following are some of the strategies:

- Identification of organisational training requirements.
- Identification of specific individual training needs; developed with the use of Performance Evaluation Programmes.
- Facilitation of individual training by incentives (interest free study loans/grants, approved full pay training leave), and encourage continuing education programmes leading to professional certification.
- Implementation of comprehensive public and private sector training and retraining programmes.
- Where workers are incapable or unwilling to accept new training or retraining, identify alternative career paths.

Finally, the region has democratic governments, free and fair elections, contribute to the stability of the region. Any initiative which builds on the human capital and allows the workforce to weather the vagaries of the effects of globalisation and trade liberalisation must be supported. Therefore, the initiative of the United States Agency for International Development (USAID) in the Windward Islands must be commended, and expansion of the initiative to other territories of the Organisation of Eastern Caribbean States (OECS) is anxiously anticipated.

APPENDIX 1

MAP SHOWING THE ANGLOPHONE CARIBBEAN

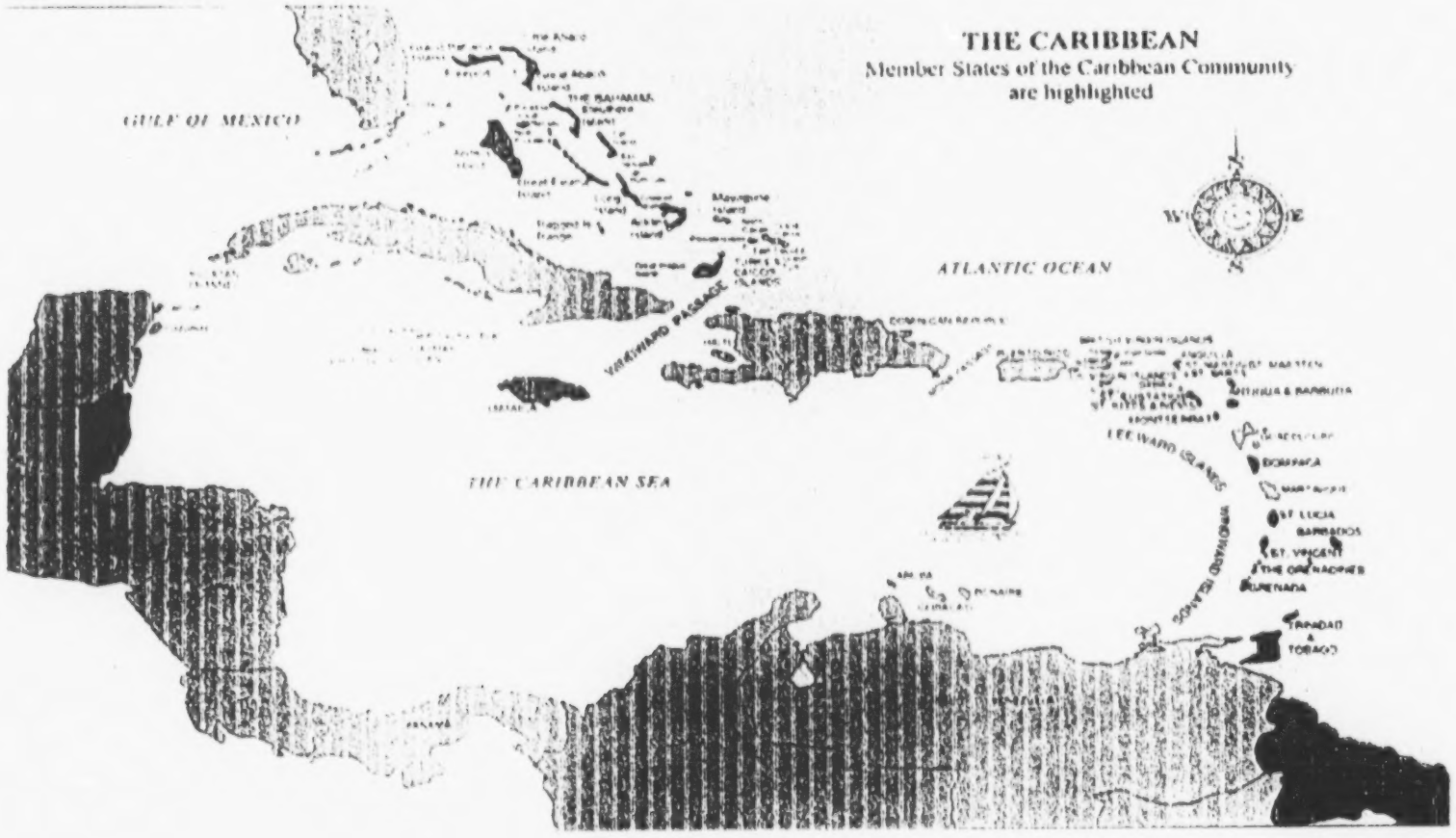

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Table 1

Anglophone Caribbean Area and Adult Literacy by Country

COUNTRY	AREA (in Sq. miles)	ADULT LITERACY (%)
Anguilla	37.4	95
Antigua and Barbuda	170.5	90
Bahamas	5,382	95
Barbados	166	99
Belize	8,867	91
Bermuda	20.6	98
British Virgin Islands	59	98
Cayman Islands	100	90
Dominica	289.5	95
Grenada	133	95
Guyana	83,000	96
Jamaica	4,244	76
Montserrat	39.9	90
St. Kitts and Nevis	102.2	90
St. Lucia	238	85
St. Vincent and the Grenadines	150.3	82
Trinidad and Tobago	1,980	96
Turks and Caicos	166	98

Source: South America Central America & Caribbean. 1997

Table 2

Anglophone Caribbean Population by Country (1994 Est.)

COUNTRY	POPULATION
Anguilla	10,300
Antigua and Barbuda	66,500
Bahamas	273,00
Barbados	264,300
Belize	211,000
Bermuda	60,075
British Virgin Islands	17,896
Cayman Islands	31,930
Dominica	73,500
Grenada	95,595
Guyana	825,000
Jamaica	2,509,800
Montserrat	10,581
St. Kitts and Nevis	42,000
St. Lucia	142,689
St. Vincent and the Grenadines	107,400
Trinidad and Tobago	1,292,100
Turks and Caicos	13,800

Source: Caribbean Basin Commercial Profile

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